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ABSTRACT

Current statements taken from the official publications of the regional accrediting associations regarding examination of adult education programs of institutions of secondary and higher education are compiled here under headings for each association: New England Association of Schools and Colleges, Middle States Association of Colleges and Secondary Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Secondary Schools, North Western Association of Secondary and Higher Schools, and Western Association of Schools and Colleges. Noting that the statements reflect relatively recent interest of the associations in adult education programs, the authors provide additional information regarding the evolution of the standards of the Western Association and list ways in which adult educators can use the accreditation process to increase quality and quantity of adult education opportunities provided by their institutions. (JT)

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NEW DIRECTIONS FOR ACCREDITATION - IMPLICATIONS FOR ADULT EDUCATION*

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The examination of adult education programs of institutions of secondary and higher education is a relatively recent interest of regional accrediting associations. Current statements taken from official publications of the regional accrediting associations show the extent and nature of this interest. The present situation is reflected in the statements on the following pages and, in the case of the Western Association, additional information is provided regarding the evolution of the standards.

Adult educators can be effective in using the accreditation process as a means of increasing the quality and quantity of adult education opportunities provided by their institutions to the extent that they:

(1) comprehend how criteria and standards are developed;
(2) remember that accrediting associations are the creatures of their member institutions and not external forces capable of coercing educational institutions into performing functions that are at odds with their own institutional objectives;
(3) regard adult education as an institutional function which may not be under the exclusive control of a single administrative unit of the institution;
(4) insist that their own programs be examined fully in the self-study phase of the accreditation process;
(5) focus attention, in the institutional self-study, on the adult education functions performed by those units of the institution which are not specifically designated as adult education units and which may not be subject to control by the officially designated adult education unit;
(6) recognize and actively support the idea that optimal community provision of adult education requires the coordinated efforts of a variety of institutions, each contributing in ways that are consistent with its own objectives.

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THE REGIONAL ACCREDITING ASSOCIATIONS AND THE ACCREDITATION OF ADULT AND CONTINUING EDUCATION

New England Association of Schools and Colleges (NEASC)

Academic Program

1. What courses, services, and activities (for credit or non-credit), if any, does the institution offer to meet needs of the local, state, or regional community?

2. (a) What courses or programs, if any, are offered by the institution at locations away from the main campus (e.g., extension work, study abroad, etc.)? (b) If for degree credit, how does the institution satisfy itself that such offerings are comparable to those offered on the main campus (course requirements, qualifications of faculty, etc.)?

NEASC
Self-Study Outline for Two-Year Institutions December, 1971

Middle States Association of Colleges and Secondary Schools (MSACSS)

A two year college is in an especially advantageous position to include community services as an integral part of its program, consistent with its purpose and objectives. Opportunities for community service - continuing education, short courses, cultural events - are virtually limitless, but an institution must avoid the perils of overextending its resources. Carefully planned and skillfully executed, a sound program of community services, catering to the peculiar educational and cultural needs of its various constituencies, can add significant dimensions to an institution's educational endeavors.

"Two Year Colleges: Suggestions for Faculties, Trustees and Others Interested in Establishing or Improving Two Year Institutions"
May, 1970

Southern Association of Colleges and Schools (SACS)

I. Technical Institutes

Recommendations from the study, "Areas of Concern in Technical Institute Accreditation" [a study of all two-year degree-granting technical institutes in the regions served by both the SACS and the North Central Association of Colleges and Schools by Barry L. Mellinger]

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Findings in this study and extensive personal experience with accreditation of technical institutes suggest considerations, or recommendations, for subsequent action.

1. Meaningful and constructive dialogue between accrediting agencies and representatives of technical institutes is needed. Many of the concerns which exist in technical institute accreditation could be resolved through constructive discussion of major issues by those involved.

2. Accrediting agencies should place greater emphasis on activities to:
   (a) describe and communicate the philosophy, purposes, requirements, and practices of accreditation to technical institute personnel;
   (b) assist technical institutes in identifying and complying with accreditation requirements;
   (c) reassess their evaluative criteria, policies, procedures, and practices as they relate to technical institutes;
   (d) obtain greater involvement of technical institute officials in the accreditation process;
   (e) coordinate regional and specialized accrediting activities; and
   (f) develop more uniform policies, procedures, and requirements among accrediting agencies.

3. Representatives of technical institutes should:
   (a) create some formal means whereby a uniform consensual voice for technical institutes may be promulgated and promoted;
   (b) seek to become better informed about accreditation - its philosophy, purposes, requirements, and practices;
   (c) seek the counsel of accrediting agencies, officials of accredited technical institutes, and other knowledgeable sources of assistance in preparing for accreditation; and
   (d) take a more active and positive role in the accreditation process.

4. Greater efforts are needed to determine the role of the technical institute in higher education and the attendant characteristics which would clearly differentiate between acceptable and unacceptable institutions. Since accreditation is essentially a process of "peer" acceptance of institutions or programs, additional guidelines (criteria) based on normative and other suitable information are needed. Additional studies should clarify "peer" opinion, identify normative practices in technical institutes, and identify other pertinent factors related to effective technical institute accrediting activities.

5. While areas needing improvement are indicated, voluntary accreditation should be preserved. Continuous efforts should be made, however, to improve and adapt the accreditation process to conform with changing conditions and practices in higher education.

6. The use of comments in accreditation team reports, and the survey of opinions of technical institute officials regarding accreditation appeared to be appropriate and valid sources of information for this study. The use of these techniques, with some modification, should be considered in the future studies of accreditation.

Technical Institute Accreditation
SACS, 1972.

II. Adult and Continuing Education Programs

A. "Relationship of Accreditation and Adult and Continuing Education"

Adult and continuing education programs at the higher education level are most often the vehicle for the public service efforts of the institutions. Many traditionally oriented institutions have been slow to move into public service functions, which are generally nontraditionally structured. A positive move on the part of regional accreditation to legitimize the public service function as an acceptable part of the academic community would greatly accelerate the development of adult and continuing education as a primary function of the traditional institution.

B. "Standard for Accrediting Adult and Continuing Education and Other Nontraditional Study Programs"

1971 Standard Nine

Special Activities

Many institutions have developed a variety of supplemental and special educational programs in fulfilling their stated objectives, their public and community service demands, and their responsibilities to their constituents. Special activities programs are defined as: operationally separate units; external or special programs; off-campus classes and units; independent study programs, including correspondence and home study, conferences and institutes, including short courses and workshops; foreign travel and study; media instruction, including radio and television; and on-campus programs, including special summer sessions and special evening classes.

1. Administration and Organization

Each member institution involved in special activities will provide appropriate organizational structure and administrative processes according to the magnitude of its program.

These must be well defined and should be clearly understood by the total institution. Institutional organization should recognize and provide a separate identity (a clearly identifiable and defined administrative unit) for special activities under the direction of a designated administrative officer (e.g., vice-chancellor, vice-president, dean, director, or coordinator). All policies and regulations affecting special activities should be formulated by the administrative officer in conjunction with and as a part of campuswide administrative and academic advisory groups.

The administrative unit for special activities shall be responsible for coordination of all special activities within the institution, both on- and off-campus.

Procedures within the institution for the establishment of new programs, interinstitutional agreements and arrangements, and resources allocation should recognize special activities as an integral part of the total institution. The administrative unit should provide for continuous systematic evaluation of programs and offerings within the total scope of special activities.

The continuing education unit should be used as the basic instrument of measurement for an individual's participation in and an institution's offering of noncredit classes, courses, and programs. A c.e.u. is defined as ten contact hours of participation in an organized continuing education (adult or extension) experience under responsible sponsorship, capable direction, and qualified instruction. Information and guidelines on c.e.u. may be obtained by writing to the Executive Secretary of the Commission. The c.e.u. records will serve as a part of the full-time equivalent student account for the institution.

2. Financial

The administrative unit for special activities should operate under a clearly identified budget on a fiscal year basis. The budget should be prepared and administered (internal management and accounting) by the designated officer of the unit in conformity with the fiscal policies and procedures of the central business office of the institution. Institutional or general fund support for special activities should be consistent with institutional policy for support of all divisions or units within the total institution.

Special activities should not be determined solely on the principle of being "self-supporting," but rather on the principle of fulfilling the educational responsibility of the institution to its constituents. Necessary financial resources must be available and committed to support the special activities of the institution.

3. Faculty

Provision of an adequate and qualified faculty and staff to support the special activities program is essential to maintaining the academic quality of the institution. Full-time faculty and staff members in special activities should be accorded the same recognition and benefits as other faculty and staff members of the institution.

All who teach in special activities must have competence in the fields in which they teach, attested to by advanced study culminating in appropriate graduate degrees; or by extensive work experience in the teaching fields; or in a professional practice which is of the highest quality.

Policies governing the amount of teaching allowed, overloads, and compensation for full-time faculty members from other units of the institution assigned to special activities programs should be developed and approved jointly by the administrative head of the special activities unit and the appropriate administrative and academic personnel of the institution.

4. Students

It should be recognized by the total institution that the nature and characteristics of the typical special activities student is somewhat different from that of the regular full-time college or university student. The special activities student is usually older, career-oriented, and engaged in a full-time job. Student development services should be provided and be developed cooperatively by the administrative unit for special activities with other appropriate units of the institution.

Policies should be developed for admissions, registration procedures, counseling and guidance services, and records. The characteristics of these policies should be directly related to the nature, character, and need of the special activities student.

5. Operationally Separate Units

An operationally separate unit off-campus is a degree-granting division or unit of an institution, located in a geographical setting separated from the parent institution or central administration and authorized for a stated purpose in relation to the parent institution and the area served. It has planned programs leading to undergraduate, graduate, or professional degrees which are granted by or in the name of the parent institution or central administration.

A degree-granting unit shall have such administrative organization, programs, financial resources, library, and physical facilities that it can be evaluated as an autonomous institution in terms of the Standards of the College Delegate

Assembly. It must follow regular procedures for membership in the Southern Association of Colleges and Schools. When the unit achieves accreditation, it will be listed as any other institution in the membership.

6. External or Special Degree Programs (Nontraditional Study)

An external or special degree program comprises a course of study different from the traditional undergraduate degree which may or may not require on-campus study or residence and which relies almost entirely on independent study and examination. An institution inaugurating, continuing, or expanding an external or special degree program should develop specific policies and guidelines which include admission policies with special attention to the age and maturity of the individual, to his prior educational achievement and vocational and avocational experiences, and to his goals and objectives. Guidelines concerning transfer of credit, credit by examination (e.g., College Level Examination Program of the College Entrance Examination Board and the institution's own examinations), and residency requirements (periodic seminars and special sessions), if any, need to be established. Methods of evaluating a student's progress, including advising and counseling, should be explicit. Evaluation and examination procedures which determine that the individual has successfully completed the degree requirements must be clearly outlined and fully developed.

An institution contemplating the inauguration of an external or special degree program should inform the Executive Secretary of the Commission on Colleges in advance and arrange for a preliminary advisory study by the Commision prior to undertaking the program.

7. Off-Campus Classes and Units

Courses taught in an off-campus setting should maintain the academic integrity of the institution. Special attention should be given to ensure the appropriateness of the courses to the students. Courses requiring laboratories, extended library study or other special materials should not be offered unless arrangements are made to provide the necessary resources.

When an off-campus program in a particular locality grows to the extent that the institution is offering a comprehensive academic program to a specific student body, then the institution should consider the establishment of a special off-campus unit such as the center or regional campus. The parent institution should provide an organization for full-time administration of the unit, for faculty, for library staff, and for physical facilities that are comparable to their campus counterparts.

These programs and the amount of credit of c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

8. Independent Study

Independent study programs, including correspondence courses, basically fall into one of two categories. One type is the formalized independent study course or program which may lead to a degree. Academic standards in such programs and courses shall be consistent with standards in on-campus classes and may include such formal requirements as written reports, examinations, and on-campus conferences with faculty.

A second type of independent study is that relating to the study which a person may do on his own and for which he may seek credit from the institution by examination, such as the CLEP.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

9. Conferences and Institutes

Conferences and institutes and their many variations are an important part of the special activities programs of many institutions. For purposes of identification and clarification the following categories and definitions may be useful.

Conference: A general type of meeting usually of one or more days' duration, attended by a fairly large number of people. A conference will have a central theme but is often loosely structured to cover a wide range of topics. The emphasis is on prepared presentations by authoritative speakers, although division into small group sessions for discussion purposes is often a related activity.

Institute: Generally similar to a conference, but more tightly structured to provide a more systematic development of its theme, with the emphasis more on providing instruction in principles and techniques than on general information. Participants are usually individuals who already have some competence in the field of interest. Institute programs may have certain continuity, meeting on a yearly basis, for example.

Short Course: A sequential offering, as a rule under a single instructor, meeting on a regular basis for a stipulated number of class sessions over a short period of time (e.g., one to

three weeks). Quizzes and examinations may be given, depending upon the determination of requirements. The noncredit course under the public service definition may resemble the credit course in everything but the awarding of credit. It may also be more informal and more flexible in its approach in order to meet the needs of students.

Workshop: Usually meets for a continuous period of time over a period of one or more days. The distinguishing feature of the workshop is that it combines instruction with laboratory or experiential activity for the participants. The emphasis is more likely to be on skill training than on general principles.

Seminar: A small grouping of people with the primary emphasis on discussion under a leader or resource person or persons. In continuing higher education, a seminar is more likely to be a one-time offering, although it may continue for several days.

Special Training Program: A skill program which offers a combination of instruction and practice. The approach is usually on a more individualized basis than a workshop.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

10. Media Instruction

Media instruction includes any form of instruction offered in special activities through television, radio, computer assisted instruction (CAI), telewriter, telelecture, and other such forms of media instruction which may develop. These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities in cooperation with the appropriate deans and departments of the institution.

11. Foreign Travel and Study

Credit shall not be permitted for travel per se. Degree credit shall be granted only for residence or travel abroad involving an academic program supplemented by seminars, reading, reports, or similar academic exercises based on the same criteria for credit as independent study. Special attention should be directed to the quality of the academic programs at the foreign institution or institutions.

These programs and the amount of credit or c.e.u.'s for each should be determined in advance through the regular channels of the administrative unit for special activities, in cooperation with the appropriate deans and departments of the institution.

North Central Association of Colleges and Secondary Schools (NCA)

I. In 1973, the NCA adopted nine policies and twelve standards for the approval of separately administered adult high schools.

A. Policies

Policy I: Definition and Delimitation of Separately-Administered Adult High Schools

A separately-administered adult high school (hereinafter called adult high school) to be eligible for NCA accreditation under these Policies and Standards must have a student body comprised predominately of adults. It must have a program leading to the completion of the requirements for the high school diploma, although it may have, and is encouraged to have, other programs as well, including enrichment, occupational, avocational, recreational, and remedial offerings.

The adult high school must issue its diploma under its own name or in behalf of the total district. Its administrative organization must be separate from that of any other school in the district, although it may occupy or share the same physical facilities.

Policy II: Non-Discriminatory Selection of Students

A school seeking NCA membership under these standards shall not discriminate in its selection of students on the basis of race. Nor shall it discriminate on the basis of religion, unless the school is officially church-related and wishes to recruit its students mainly from communicants of that church.

Policy III: Period of Accreditation

A member adult high school is accredited for one year at a time, which is always the present school year. Its certificate of membership is valid as long as the school satisfies conditions for accreditation established by the Commission on Secondary Schools, is fully approved or accredited by the legally constituted or recognized accrediting agency in the state, if any, and functions in full accordance with all state requirements for adult high schools.

Policy IV: Review of Annual Reports by the State Committees and the Commission on Secondary Schools

An adult high school desiring to continue membership in the Association shall submit an annual report and such supplementary reports as the Commission on Secondary Schools finds necessary in order to accredit schools.

Policy V: Accreditation and the Composite Effectiveness of the School

An adult high school shall be judged on the basis of its total effectiveness in meeting the educational needs of its adult students through the secondary level. Although it is a purpose of an accrediting association to develop certain basic standards for the approval of schools, it is recognized by the Commission that desirable variations will occur in the purposes and programs of institutions. Therefore, adult high schools may vary widely in format and structure. Standards and procedures in accreditation should be sufficiently flexible to provide for these variations within a framework of common preconditions for quality education.

Policy VI: School Evaluation

1. An adult high school shall be evaluated, insofar as is possible, in terms of its stated purposes and objectives, provided these are in harmony with the particular needs of its adult students and in accord with the requirements and expectations of the community, the state, and the nation.

2. In order to stimulate schools toward continued improvement in development of quality programs, each member adult high school shall be evaluated at least once every seven year cycle, using an appropriate evaluation instrument approved by the Commission. These materials shall be used on a self-study basis, then be followed by an NCA evaluation team of sufficient size and remaining an adequate length of time in the school to observe all phases of its program.

Policy VII: Innovative and Unusual Programs and Designs

In pursuit of a design for more effective education for its particular students, a school may seek to develop formats and approaches that differ substantially from some of these accreditation standards.

Prior approval for exception from any specific standard is to be sought initially from the State Committee. Such exception will be granted only when the following conditions are met fully:

1. Plans for the varying design or program must be developed fully.

2. The purposes and objectives for the varying design must be stated explicitly.

3. The design or program must hold promise of providing more effective education for the students in this particular school than do the required procedures imposed by the standard to be waived.

4. An evaluation process must be built into the design or program from the outset. The results of this evaluation are to be reported subsequently to the State Committee at a time set in the original statement of approval.

Policy VIII: Classification of Schools for Accreditation

The accreditation status of member schools shall be reviewed annually. Based upon an analysis of its annual report and such additional information as the Commission may require, a member school shall be classified in one of the following categories each spring at the annual meeting: (1) Accredited; (2) Accredited-Warned; (3) Withdrawn or Discontinued; (4) Dropped.

Policy IX: The Responsibilities of State Committees and State Chairmen

State Committees are the agencies of the Commission on Secondary Schools responsible for making decisions and recommendations relative to the standing of member schools. In addition to receiving and examining reports from schools and making recommendations to the Commission, State Committees have the responsibility of working with member adult high schools to assist them to meet satisfactorily or to exceed the provisions of the standards.

STANDARD 1: Institutional Purpose

In our contemporary society, our technical culture requires constant upgrading of one's educational attainments and occupational skills for full participation in that society. Educational opportunities should not be precluded by the age of the student, hence the North Central Association encourages the development of adult high schools wherein men and women can seek to further their education, whether or not in pursuit of a high school diploma, in a manner and form designed to fit their particular adult learning needs.

An adult high school has the responsibility for providing educational programs which are adapted to the intellectual, social, vocational, and emotional needs of adults. In order to establish priorities, assist decision-making, provide an effective basis for program development, and allow for comprehensive and continuous evaluation, each member school shall develop, adopt, and maintain a written statement of the major purposes and general objectives to be sought through its adult educational program.

STANDARD II: Organization, Administration, and Control

Effective board/superintendent relationships shall obtain. The school shall have administrative and supervisory personnel adequate for the effective operation of the program. The principal of the adult high school shall have the necessary

autonomy and authority to provide the leadership needed to accomplish the improvement of instruction with his staff. The School shall be organized to assure the accomplishment of its stated purpose.

STANDARD III: Instructional Program

The instructional program shall be designed to develop knowledge and skills and to enhance the cultural, social, economic, and academic growth of the individual. It shall recognize the special needs of adults, encourage learning, and provide the opportunity to develop the attitudes, interests, and values that will enable adults to function successfully in a democratic society.

STANDARD IV: Non-credit Offerings

The educational needs of adults are diverse; programs other than those providing for diploma-completion shall be offered. An effective adult high school offers quality programs that will help meet the occupational, avocational, job-skills development, and recreational requirements of the adults in its community. In addition, it should offer whatever educational remedial work, basic or secondary, is required for the successful progress of its adult students.

All non-credit offerings of the adult high school shall be given under conditions that assure the courses will provide worthwhile educational experiences for the adults enrolled. The course work shall be presented in a manner appropriate to the particular requirements of adult students.

STANDARD V: Professional Staff

The staff of the adult high school shall be well qualified in professional subject matter, occupational, and adult learning areas. The teachers shall possess those broad academic and occupational qualifications that will enable them to effectively impart knowledge and skills within a flexible curriculum meeting the educational needs, interests, and vocational requirements of the adult students. The professional staff shall be encouraged by the school system to improve their competence in teaching adults. The staff shall be involved in those areas of decision making affecting the school program and shall teach under conditions favorable to effective performance.

STANDARD VI: Leisure and Co-Curricular Activities

The growing trend toward a shorter work week, plus the increasing numbers of people who opt for early retirement, combine to present the adult high school with unusual opportunities to serve community needs for wholesome activities to occupy some of this leisure time. Though it is not the obligation of the adult high school to meet all such needs, it falls within its purview to provide leisure time activities, thus fostering increased community involvement in its program.

Hence each member school shall offer leisure time activities appropriate to the needs of its community. Moreover, it shall maintain a program of co-curricular activities appropriate to its own objectives and program and designed to make a positive contribution to the educational development of its adult students.

STANDARD VII: Student Personnel Services

Balanced and comprehensive student personnel services shall be provided, keeping in mind the variety of needs of the people being served through the adult high school program. The school system shall provide the personnel, facilities, and materials required to meet the needs of the adult students.

STANDARD VIII: Institutional Adaptability

The school shall be so organized as to foster experimentation and innovation designed to adapt the institution to the changing needs of its community. Through a process of continuous assessment and innovation the school shall seek to improve its capacity for serving adult education needs efficiently and effectively.

STANDARD IX: Instructional/Learning Materials Services

A coordinated instructional media program shall be organized so as to make accessible a wide range of media to instructors and students. In addition to receiving, storing, retrieving, and displaying information in various forms both in a center and at other locations such classrooms and laboratories, equipment and personnel shall be available for the production of a wide range of media. The program shall be developed in such a way as to support instruction through appropriate facilities and through professionally and technically prepared staff.

The adult high school may utilize the instructional/learning materials services of the school whose facilities it may be sharing, but those services shall be open freely to the adult high school during its period of operation and must be completely under its control. Materials, both book and media, pertinent to adult interests and needs shall be made readily available to the students.

STANDARD X: Financial Support and Control

Financial support shall be provided the adult high school at a level sufficient to permit it to maintain the staff, facilities, and materials needed to accomplish its stated purposes. The board of education shall provide whatever funds are necessary to sustain the required adult education program, with reasonable fees being acceptable as a supplementary source of income.

STANDARD XI: School Facilities, Equipment, and Supplies

The adult high school program shall be housed in facilities so located and maintained that they afford desirable learning conditions for adults. The facilities shall be so operated that the health and safety of those served by them are properly safeguarded. Supplies and equipment shall be provided in adequate amounts and of sufficient quality to meet the needs of the program.

STANDARD XII: Evaluation

To obtain information for use in improving the educational program and determining the need for change, each member adult high school shall make a planned and continuous evaluation of the effectiveness of its program in accomplishing its stated objectives and effecting the educational outcomes it seeks to foster.

Policies and Standards for the Approval of Separately-Administered Adult High Schools 1973-1974
NCA, 1973.

II. The NCA has prepared a tentative statement entitled Context of Institutional Self-Study which includes continuing education activities in the total assessment which an institution makes in its self-study. Illustrations of these guidelines follow:

A. Characteristics of entering students. (Include full-time, part-time, adult.)

B. Community service; means evaluation may be

1. Community reaction as secured through questionnaires, group and individual conferences, other means.

2. Opinions of institutional personnel as secured through questionnaires, interviews, other means.

C. Formally organized or informal educational opportunities off-campus, including educational experiences in other institutions and agencies (business and industry, service organizations, government, foreign study programs).

Context of Institutional Self-Study
August, 1973

Northwestern Association of Secondary and Higher Schools

Special Services and Activities

A. Standard

In an attempt to achieve their central purposes, and to meet their responsibilities to constituents, institutions should

provide special services and activities, characterized by some or all of the following: branches, centers, computer services and/or resources, extension classes, correspondence and home study, foreign study and travel, conferences, institutes, short courses, workshops, special lecture series, special evening classes, special summer sessions, museums, radio and television. It is important that all special services and activities (for credit or not for credit) be justified within the framework of the institution's stated purposes. These programs are to be integral parts of the total educational program of the parent institution.

A BRANCH is considered to be a certificate or degree granting unit of an institution. The branch is separated geographically and does not hold individual membership in the Northwest Association of Secondary and Higher Schools. Here, the branch shall have such programs, financial resources, library, physical facilities, and full time faculty that it may be evaluated essentially as an autonomous institution.

A CENTER is thought of as a non-certificate or non-degree granting unit that is separated geographically. An administrative officer responsible to the parent institution is necessary. Admission requirements and procedures, courses offered, and faculty are to be controlled by appropriate departments of the main campus. Library, physical facilities, academic requirements, and instructional quality are to be equivalent to that which is provided for the same offerings at the parent institution.

COMPUTER SERVICES AND/OR RESOURCES may serve the administrative, educational, research, and public service programs in a wide variety of ways. Computer services may assist in administrative budget and accounting tasks, in registration and record keeping, and in general make possible efficient use of institutional resources. Computer facilities and techniques may be part of educational programs, on levels ranging from technical-vocational training to the highest development of professional studies in advanced areas of computer sciences, mathematics, and engineering. Research programs in the sciences, in language and literature, in the social sciences, and in many other disciplines may be facilitated by the use of computer resources. Public service programs may utilize computer techniques and resources for the benefit of agriculture and industry in the area served by the institution.

EXTENSION work is offered in an off-campus setting. The integrity of the institution is reflected in admission requirements, course content and quality, faculty qualifications, and adequacy of physical facilities. The institution shall set specific limits on the amount of degree credit which may be earned through extension classes.

CORRESPONDENCE AND HOME STUDY shall have comparable academic standards with on-campus classes. There shall be set specific limits established by the college on the amount of degree credit which may be earned through correspondence and home study.

FOREIGN STUDY while in residence abroad, for which credit is granted, shall involve an academic program comparable in quality to that provided at the home campus. The amount of credit to be awarded shall be determined by appropriate officials at the home institution in advance of the foreign study-travel and study. Maximum limits shall be set on the amount of degree credit allowed here. No credit shall be granted for travel itself.

TELEVISION as a special service is open circuit television instruction rather than closed circuit television courses. The amount of credit for each course by television or radio and the quality of each program shall be carefully determined and controlled through appropriate institutional channels. There shall be set specific limits established by the college on the amount of degree credit which may be earned through radio and television.

The amount of credit for each course through other forms of special services (conferences, institutes, workshops, special evening and summer sessions) shall be determined through appropriate channels and committees of the institution. The quality of these programs shall be carefully safeguarded to assure academic standards comparable to those of regular classes. Maximum limits shall be set on the amount of degree credit allowed through these special programs.

Courses taken for degree credit through the special services programs must be so identified on the official transcripts. A substantial portion of the credits required for a certificate or degree (at least one-quarter) must be earned in residence at the home campus or at a branch of the institution.

B. Description: Supply a description of the special services and activities of the institution, and provide samples of the printed materials currently available on these programs.

C. Analysis and Appraisal: Analyze the institution against the standard for special services and activities. Note: This is a request for analysis with a minimum of description. Please consider, but do not limit yourself to, the following items in the analysis:

1. Evaluate the staffs, financial resources, library and physical facilities for off-campus programs which are needed to accomplish the purposes for which they are intended. Indicate particular strengths and weaknesses.

2. Review the specific amount of degree credit which may be earned by each of the special services programs. What changes are suggested, if any.

3. Review the portion of the credits required for a certificate or degree that must be earned in residence at home or at a branch of the institution. Are the requirements reasonable and strictly maintained?

4. Based on current information available, prepare a short narrative justifying the special services and activities of the institution in terms of the institution's central purpose.

5. What evidence is there to indicate that the programs of special services and activities are achieving the purposes for which intended? Please provide sufficient detailed information as a basis for your answer.

6. How are computer services and/or resources used to further the aims of the institution? How are they used in administration? educational programs? research? public service?

7. What additional special services and activities are needed, if any, to more effectively achieve the purposes of the institution? If there are any, what efforts are being made to provide these services and programs?

Manual of Standards and Guide for Self-Study, 1973 Edition

Western Association of Schools and Colleges (WASC)

Accrediting commissions have exercised appreciable influence on the rate and the shape of the development of adult education and community services in community colleges. An examination of the development of accreditation standards within the Western Association of Schools and Colleges may serve to illustrate the point.

The Accrediting Commission for Junior Colleges is composed of representatives of the California Junior College Association, The Accrediting Commission for Senior Colleges and Universities, The Accrediting Commission for Secondary Schools, The California Community Colleges, and The University of Hawaii. This regional accrediting association accredits institutions located in California, Hawaii, and the Territory of Guam. The composition of the Commission has changed since the standards were first developed in 1955. The changes were due to the development and inclusion of Hawaiian community colleges and to state level restructuring of educational bodies in California.

In 1955 the "Standards for Accrediting Junior Colleges" placed little emphasis on adult education and said nothing about community services. The 1955 standard on adult education said:

> "Education is a life-long process. Classes designed to meet the needs of adults, both young and old, should be offered by a junior college, within the limits of its resources, whenever and wherever there is sufficient demand. The primary purposes of these should be vocational upgrading, socio-civic training, cultural improvement, and the development of all phases of home and family living including skills and creative expression."

It may be noted that adult education was defined to be classes and that such classes were to be offered in response to demands. Nothing is suggested about the possible responsibility of the college to initiate programs and to stimulate participation in educational activities which the adult educator may have identified as useful for improving individual or group skills, knowledge or attitudes.

Although the 1955 standards did not include a section with the words "community services" in either its title or description, the section entitled, "Liaison between the College and the Community" included the following:

> "The administration should keep the community well informed about the activities and needs of the college, and it should keep the college responsive to the needs of the community. The implementation of this utilizes community resources in planning, developing and interpreting the program."

Although the standards were revised by the Commission in 1957, 1962, 1963, 1964, and 1965, there was relatively little change in what was said about adult education or community service. However, even though no change was made in the adult education section in 1964, the section which had been labeled "Liaison between the College and the Community" in earlier editions was now headed: Community Service (Liaison between the College and Community) and the new description embraced activities other than the classes conducted under the designation of adult education:

> "The administration should keep the community well informed about the activities and needs of the college and it should keep the college responsive to the needs of the community. The implementation of this (a) utilizes community resources in planning, developing and interpreting the program; and (b) may call for such activities as community forums, artists' series, and leadership in assisting the community to solve its problems."

The suggestion that the college may provide leadership in solving community problems appears to reflect a major philosophical change in that no more is a passive stance toward serving community demands and needs considered adequate. Instead the adoption of an active stance toward community problem solving is advocated.

In 1965 the standards for adult education remained unchanged as one of six major subdivisions of area two which deals with curriculum. The officially sanctioned format to be used by institutions applying for accreditation includes, however, six questions regarding the adult education program:

> "1. What generally is the plan of your program for Extended Day Classes and/or Classes for Adults? Your statement might well include reference to the extent to which such a program is an integral part of the regular program, whether or not it is primarily composed of extended day classes of the same nature as those offered in the regular day program, or whether it is more typical of conventional adult education programs. This statement seeks only the general rationale for your program.
>
> 2. What measures are taken to insure that post high school educational needs of the community will be met by the community college, when not otherwise cared for by other educational agencies?
>
> 3. What efforts are made to enlist in a part-time program of courses, day or evening, either for the purpose of completing graduation requirements or for general upgrading purposes, those students who have withdrawn from a full-time junior college program?
>
> 4. What is your practice concerning special programs or services to the community, such as forums, special events, community use of facilities?
>
> 5. Approximately what proportion of the students in your extended Day and/or Adult Classes are working toward an A.A. or A.S. degree?
>
> 6. What provision does your institution make for counseling services to students in the Extended Day and/or Adult Program?"

Under the curriculum sub-category entitled "Meeting Special Needs" the following statement is included:

> "2. Does your college assist the community in solving its problems, through such appropriate means as assistance with local surveys, cooperation with civic groups, etc.? If so, please give examples."

Standard V which dealt with Administration consisted of two parts: (a) Effectiveness of Administration and Financial Support, and (b) Liaison Between the College and the Community. The later section consisted of a single paragraph:

> "Describe your plan for keeping the area served by the college well-informed about the institution and for keeping the college and its staff well-informed about post-high school educational needs of the area served. Indicate by what means the plan is implemented."

Between 1965 and 1969 major changes were made in the design of the accreditation standards. Adult education was no longer listed as a subdivision under curriculum. Instead, "Continuing Education" was listed. And even though the administration subsection dealing with liaison between the college and the community was retained, another major area, "Community Services," was added with equal emphasis as is given to such areas as curriculum, instruction, and student personnel.

"Continuing Education" was described in the standards in 1969 as follows:

> "Since education is a life-long process, classes, with or without credit, designed to meet the continuing needs of adults should be offered by a junior college, within the limits of its resources, whenever and wherever there is sufficient demand. The primary purposes should be occupational upgrading, retraining, socio-civic education, cultural improvement, and the development of all phases of home and family living, including skills and creative expression."

Two differences may be noted in the 1969 standard from that written in 1955 in addition to the substitution of the words continuing education for adult education: (1) attention is drawn to the view that continuing education involves both credit and non-credit classes, and (2) retraining is added to the list of primary purposes. Otherwise the standard is essentially unchanged. Also, the guidelines for the preparation of the institution's application for accreditation consist of exactly the same five questions that were listed in the 1964 edition.

Although the modification in the standards for the adult education subsection of the curriculum area show little change, the amount of change in the area of community service can accurately be described as monumental. In the first place the community service function which had not been identified as even a minor function of the junior college in previous editions of the standards appears now as a major area with four subdivisions:

"Community Services

A. Organization and Administration

A major function of the junior college is that of providing a flexible program of educational, cultural, and recreational services, above and beyond regularly scheduled day and evening classes, to meet community needs.

B. Use of College Facilities and Services

A junior college should become a center of community life by encouraging the use of college facilities by community groups when such use does not interfere with the instructional and co-curricular programs of the college. Such services may include

1. Use of physical facilities, including the library;
2. Co-sponsorship of community events and activities.

C. Educational Services

Junior colleges should provide educational services which utilize the special skills and knowledge of the college staff and other experts. These should be designed to meet the needs of groups in the college district community at large and to assist them in long-range planning. Such educational services may include

1. Non-credit short courses - seminars, workshops, institutes, conferences;
2. Leadership in community research and development;
3. Community counseling and consultative services;
4. Use of radio-television stations;
5. Faculty and student programs for community groups.

D. Cultural and Recreational Services

Every junior college should contribute to the cultural and recreational life of the college community and the development of skills for the profitable use of leisure time. Such activities may include

1. Community forums and lecture series;
2. Fine arts series, film series, and exhibits;
3. Athletic activities;
4. Community performing groups such as chorus, band, orchestra, and theater;
5. Arts festivals;
6. Planetariums and museums."

It was the 1969 standards and guidelines for preparing the accreditation application which reclassified forums, lecture series, and other non-credit, non-classroom activities from the adult education to the community services category. Apparently the effect of the new standards was to restrict the concept of adult education to formal and informal classes and counseling of adult students and to designate this area of activity as "continuing education."

The elaboration of the community services section of the instructions for preparing an application for accreditation both requested new kinds of information on the activities of the college and identified these activities as falling within community services rather than adult education, continuing education or liaison between the college and the community. These guidelines for the preparation of the community services section of the 1969 set of instructions for preparing applications for accreditation follow:

"Community Services

A. Organization and Administration

1. Provide a description of the organization for community services

2. Describe briefly the program of community services, including objectives, institutional concept and definition, and special services provided.

3. If the program is financed by the restricted community services tax [California only]:

a. Submit a three-year history of major categories of income and expenditures

b. Are these expenses compatible with the CJCA-Approved "Guidelines for the Expenditure of Restricted Community Services Tax Funds"?

c. What per cent of the program cost has been defrayed by admissions?

4. If the program is not so supported, how is it financed?

5. What use is the college making of citizen and faculty advisory committees in the development of a comprehensive and diversified program?

6. How does the college insure that its program of community services reflects the characteristics and needs of the community?

B. Use of College Facilities and Services

1. What use does the community make of college facilities and services?

2. To what extent is community use of facilities taken into consideration in planning for college facilities?

3. To what extent does the college use off-campus facilities for community services?

C. Educational Services

1. What is the practice concerning such special educational services as non-credit short courses, community research and development, community counseling and consultative services, use of radio-television, and provision of faculty and student programs for community groups?

2. How are such programs coordinated with day and evening instructional departments and community and regional groups to avoid duplication of services?

3. Does the college assist the community in solving problems through such appropriate means as assistance with local surveys, cooperation with civic groups, etc.? If so, please give examples.

D. Cultural and Recreational Services

1. Describe the cultural and recreational services which the college provides for the community.
2. In what way has the college assisted in coordinating the cultural and recreational development of the community?"

Several points may be noted in the 1969 stance of the Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges. First, the community service function emerged from almost total obscurity in 1965 to a position of prominence as one of the seven major divisions of the standards. Previously, activities of the type described in the 1969 standards which had been conducted by the colleges had been regarded as "adult education," "meeting special needs," or "liaison between the college and the community." With the approval of the 1969 guidelines the Western Association chose to emphasize community service as a function and to place less emphasis on several other functions even to the point of reclassifying those activities as community service.

The second major point made by the 1969 standards and the guide for preparing an application for accreditation is that within the community service area, only a portion of the activity is described as educational. Item B (use of college facilities and services) and item D (cultural and recreational services) are set apart from item C (educational services) suggesting that the justification for activities carried on under B and D is not intended to be their educational value. Such a classification might lead anyone examining the standards to question why the junior college should be engaged in activities that are not primarily educational in their purpose. It might be argued that all of the recreational and cultural activities and all of the use of college facilities and services actually considered to be educational, but if that is the case, then the choice of the category "educational services" as a subclassification of community services was an unfortunate and misleading choice.

What effects the 1969 change in the standards for accreditation had on both the reporting of activities and on the range of activities carried out by junior colleges accredited by the Western Association cannot be assessed precisely. In an effort to make some estimate of the probable influence of the change in standards on the community services programs of junior colleges belonging to the Association, this investigator read the institutional self-study reports which had been prepared prior to as well as those which followed the publication of the 1969 standards.

The findings were not surprising. Because of the confidentiality of the material on each institution, no quotations may be used and no institutional names may be used to describe each situation fully. Instead, an overall, somewhat impressionistic view of the comparisons will be given.

From the time that the first accreditation visit to a California public junior college was made on February 10-11, 1953 at the College of the Sequoias virtually every report of a self-study or of a visiting team has included something about adult education or service to the community. Even prior to the most recent major modification of the guidelines regarding adult education and community services, visiting accreditation teams were urging the establishment of adult education programs. The philosophy of the accreditation teams is reflected in part by the following statement made by a team after having completed a visit to a junior college that was part of a unified (K-14) school district:

> "The adult education program of the unified district is not a part of the college and does not excuse the college from meeting its obligations for adult education to its community. The objectives and structure of adult secondary education are different than those of the community college and should not be considered to be overlapping."

Reports prior to 1969 indicated that if there happened to be a director of community services employed by a junior college he was apt to be a staff person attached to the president's office and charged with all manner of academic, public relations, promotional, and service activities. For the most part junior college self-study reports said almost nothing about community service prior to the passage of the 1969 standards. While this finding is in no way unexpected or indicative of any deficiency, it does suggest that without the community service emphasis of the 1969 standards, it does not seem unreasonable to assume that this area of the junior colleges' program would have developed much more slowly. Because of the process which is followed in developing and securing approval for standards from the member institutions of an accrediting association, it seems likely that at least several colleges with influential representatives had already developed extensive community service programs of the kind endorsed by the standards prior to the formulation of the standards. Probably the standards reflect less emphasis than was already being given to community service programs in a number of the member colleges. Even without the standards, then, the trend is likely to have continued, although probably at a slow pace and one highly susceptible to any budgetary cutbacks in the institutions.

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